

## POSITIVE BEHAVIOUR STRATEGIES

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

*The foundation of every school must be excellent behaviour. We should always keep the focus on a visible culture of impeccable conduct and making the consistency palpable, audible and highly visible – every single day. Small, persistent and visible shifts in adult behaviour have an incredible effect on children's behaviour. Paul Dix*

Class-based routines	Non-class-based routines
<p><b>Relentless Routines</b></p> <p><i>When relentless routines are agreed, all staff are expected to commit to them. This does not mean that staff have to get into long conversations with children if they are not doing the expected routine. The agreement is underpinned by the fact that all staff will stop and notice any deviation from the agreed routine, remind children of the expectations and then move on. No adult is expected to have to labour the expectations as there will always be another adult coming along to back up this expectation at a later time. <b>The key is that everyone stops and no-one just walks past.</b> This is always modelled by senior leaders as their behaviour is pivotal to the success of the school.</i></p>	
<p><b>Meet &amp; Greet</b> Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child.</p>	<p><b>Active adult patrolling</b></p> <p><b>Positive adult engagement</b></p> <p><b>Use of change of face, change of place with children</b></p> <p><b>Use of peer partners, House Captains &amp; Sports Leaders to support other children</b></p> <p><b>Walk &amp; Talk time (with an adult)</b></p> <p><b>Team Tokens</b></p>
<p><b>"Eyes on the child" registration</b> Teachers will ensure that eye contact is made when calling the register. Every interaction is an intervention.</p>	
<p><b>Recognition Board</b> A Recognition Board will be used to encourage <b>social and learning behaviours</b> – see glossary. The weekly focus for the Class Behaviour Board has to be achievable but challenging. It may be based on a particular class need or a whole-school/phase need. There is an expectation that teachers &amp; TAs will make a conscious effort to support the children with complex needs to get onto the Behaviour Board do that they experience a sense of belonging in the class. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board. <i>'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'</i> <i>Paul Dix</i> Each class can choose to have a non-material class reward in relation to the Recognition Board. It can be a celebration when all names are on the board, e.g. teacher juggles, special celebration dance or song. Teachers can also allocate a whole-class positive dojo if all the class achieve the goals on the Recognition Board across the week.</p>	
<p><b>Wonderful Walking</b> All staff model, recognise &amp; thank pupils for wonderful walking around the school where children are walking calmly, tall and proud. This is an organised routine with an expected standard which all staff &amp; children routinely follow &amp; support. Teachers may wish to practise 'Wonderful Walking' at the beginning of each term, to remind children of the expectations.</p>	
<p><b>Lovely Lining Up</b> Staff to support House Captains and/or Sports Leader to be line leaders for a term. Assign three line-leaders to each class—one for the front of line, one for the middle, and one for back. These monitors will take their job very seriously, and will feel good about supporting other children to stay on track.</p>	

### **Marvellous Manners**

All staff to recognise children who are showing marvellous manners to staff and fellow peers. Behaviours may include saying please and thank you; making way for each other when passing through a door; greeting visitors, staff and each other in the corridor; making eye contact when speaking to people; sitting quietly at the end of Worship and saying thank you to visitors; applauding performances sensibly and offering help to someone when they need it.

### **Supper Sitting**

Staff will have a minimum expectation that children sit sensibly on the floor, with their legs crossed and looking in the direction of the class teacher. When sitting on chairs, the minimum expectation is for children to have all four chair legs on the floor with both their feet firmly on the ground. Children will raise their hand if they would like to speak. Staff will recognise children who follow this routine.

### **Excellent Eating**

Children are encouraged to not talk with their mouth full; to use spoons, knives and forks when eating; to cut up their food into manageable sizes; to leave their area clean and tidy; to tidy away any plates, cups and utensils in the correct area. Staff will recognise children who follow this routine.

## **Over and Above**

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'*

*Paul Dix*

All adults will be looking out for children who demonstrate Archbishop Benson's ethos and values and go over and above.

Teachers & TAs should explicitly **thank** learners for **expected standards** following:

- Our 3 core rules - We Care, We Share, We Repair
- Our 5 school values – Respect, Creation, Fellowship, Wisdom and Hope

Teachers & TAs should explicitly **praise** children for **going over and above**. These could include:

- Over & Above class dojo (to be awarded by class teacher only)
- Positive Headteacher dojo point (nominated by class teacher)
- Teacher nomination for afternoon tea with the Headteacher (Headteacher will send a postcard home stating the Over & Above behaviour (nominated by class teacher or phase leader)

## **P.A.C.E Approach**

### **Playfulness**

- Use a light tone of voice, like you might use when story-telling, rather than an irritated or lecturing tone.
- Show with your eyes, eyebrows, smile that you are interested in what the child is doing and saying. Try and soften your facial expressions, and lower your body to their level, so not to tower over them.
- Make a game of getting organised; practise socialising using fun role-play; give the child a job during a busy transition.

### **Acceptance**

**Acceptance communicates that that the child's inner life is safe with you; that you are interested in it and will not judge or evaluate it. The child's inner voice is not right or wrong, it simply is.**

- Scripts to use for Acceptance:
- "I can see how you feel this is unfair. You wanted to play longer"
- "You probably think that I don't care about what you want"
- "You were letting me know that you were really scared when you ran away from me"
- "I can hear you saying that you hate me and you're feeling really cross.
- I'll still be here for you after you calm down".
- "I'm disappointed by what you did, but I know you were really upset. It doesn't change how much I care about you"

### **Curiosity**

**Children often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why. Curiosity, without judgment, is how we help children become aware of their inner life and reflect upon the reasons for their behaviour. Curiosity is wondering about the meaning behind the behaviour for the child.**

Scripts to use for Curiosity:

- "I'm wondering if you broke the toy because you were feeling angry."
- "I'm thinking you're a little nervous about going back to school today, and that's why you don't want to get ready this morning".

- “I’ve noticed that you’ve been using a really loud voice, and if you’re trying to tell me that you’re angry with me.”
- “I’m a little confused. Usually you love going for a walk, but today you don’t want to go. I’m wondering what’s different about today”.
- “When she couldn’t play with you today, I’m wondering if you thought that meant she doesn’t like you.”

### **Empathy**

**Being empathic means the adult actively showing the child that their inner life is important to the adult and that they want to support the child during their hard times. The adult is demonstrating that they know how difficult that experience is for the child. The adult is telling the child that they will not have to deal with the distress alone.**

Scripts to use for Empathy:

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- “I’m thinking you’re a little nervous about going back to school today, and that’s why you don’t want to get ready this morning”.
- “I’ve noticed that you’ve been using a really loud voice, and if you’re trying to tell me that you’re angry with me.”
- “I’m a little confused. Usually you love going for a walk, but today you don’t want to go. I’m wondering what’s different about today”.
- “When she couldn’t play with you today, I’m wondering if you thought that meant she doesn’t like you.”

### **Active Adult Patrolling**

Phase Leaders will share with teachers where their designated area is during breaktimes. The Lunchtime Leader will ensure that Lunchtime Supervisors are actively patrolling all areas of the playground or field. All staff are patrolling when they are moving through the school, be a visible presence and will never ignore or walk past learners who are behaving badly.

### **Change of Face, Change of Place**

To continue with a positive relationship with the child, a change of person may be required to support the individual. Each behaviour and situation will need to be gauged on an individual basis. Adults will use their initiative and may offer to take over situation or change roles.

If a child is unable to cope in a classroom, then a change of place may be required. The Class Teacher, Phase Leaders and/or Inclusion Team can advise on appropriate places of the school. These may include The Sensory Room; The Snug and/or The Star Room.

### **Team Tokens**

For Positive attitudes & social interaction to reward pupils for **noticeable** positive attitudes & interaction around the school. (Not rewarding our “minimum” expectations)